

# SCHOOL LIFE

*Dept*

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★

## OFFICE OF EDUCATION

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PERIODICAL  
READING ROOM



May 1957

# Education

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## Powerful Precious Purifying

THE STRENGTH of our arms is always related to the strength of our minds. Our schools are strong points in our national defense. Our schools are more important than our Nike batteries, more necessary than our radar warning nets, and more powerful even than the energy of the atom. This is true, if for no other reason than that modern weapons must be manned by highly educated personnel if they are to be effective, and the energy of the atom can only be understood and developed by the most highly trained minds in the country.

IT IS UNWISE to make education too cheap. If everything is provided freely, there is a tendency to put no value on anything. Education must always have a certain price on it; even as the very process of learning itself must always require individual effort and initiative. Education is a matter of discipline and, more, a matter of self-discipline.

WHEN MEN AND WOMEN know the facts and are concerned about them, we believe they will make the right decisions. Prejudice and unreasoning opposition will more and more give way before the clean flood of knowledge.

*These are three excerpts from President Eisenhower's address at the Centennial Celebration Banquet of the National Education Association, Sheraton-Park Hotel, Washington, D. C., April 4, 1957*

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

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Educational news

## EVENTS AND DEVELOPMENTS

of national significance

### New Research Contracts

BETWEEN March 15—the cutoff date for *School Life's* April report—and May 1 the Office of Education signed 7 more contracts with colleges, universities, and State departments of education for carrying out research projects under the cooperative program authorized by Public Law 531, 83d Congress. Total cost of these latest projects is counted as \$804,135; the Federal Government's share, as \$570,626 (\$26,406 for the current fiscal year, the rest contingent on Congress' appropriating funds for subsequent years).

Five of the projects concern education of mentally retarded children:

- California State Department of Education, for and on behalf of San Francisco State College, 2 $\frac{2}{3}$ -year project under Leon Lassers and others: *Effectiveness of different approaches in speech training*. Federal funds, \$76,103.
- Mississippi State Board of Education, 2-year project under W. R. Burris and others: *Screening procedures for placement in special classes*. Federal funds, \$45,129.
- New Jersey State Board of Education, for and on behalf of State Teachers College at Newark, 2 $\frac{1}{2}$ -year project under Ruth Boyle: *Teaching reading to educable adolescents*. Federal funds, \$76,014.
- Purdue University, 1-year project under M. D. Steer: *Applying Mowrer's autistic theory to speech habilitation*. Federal funds, \$11,975.
- Western Reserve University, 2 $\frac{2}{3}$ -year project under Nancy E. Wood:

*Communication problems and their effects on learning potential*. Federal funds, \$92,637.

The other two projects relate to staffing and to instruction:

- Teachers College, Columbia University, 3-year project under Daniel E. Griffiths: *Criteria of successful school administration*. Federal funds, \$261,000.
- Harvard University, 1 $\frac{1}{4}$ -year project under Douglas Porter: *Devices for teaching spelling*. Federal funds, \$7,768.

### Election Returns

MAY brings the Office of Education a big volume of election returns, for it follows immediately upon the month when a great many education associations choose to vote for their officers. Beyond question April is the No. 1 favorite for the purpose, though October runs a close second.

Names and addresses of presidents and secretaries are among the items of information that the Office gathers every year for inclusion in Part 4 of its *Education Directory*—the part devoted entirely to education associations.

The current Part 4, the one for 1955-56, lists these officers for no fewer than 480 national and regional organizations, 456 State organizations, 23 regional and national foundations, and 9 international organizations.

The one for 1956-57, which will include even more organizations, is in the late stages of preparation, but not too late to catch the new officers now

being reported. Nor is it too late even for the officers elected in May, provided the associations promptly return the questionnaire they will receive from the Office at the end of the month.

The 1955-56 edition will remain the current one throughout the summer.

### Migrants

TWO conferences on the education of migrant children and their families are being held this month under the auspices of the Office of Education.

Both conferences lie in the path of heavy migrant "streams."

The first, at Kalamazoo, Mich., on May 8-10, gathers representatives from the channel of the north central stream—from Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, and Texas.

The second, at Santa Fe, N. Mex., on May 15-17, concentrates on the Southwest: Arizona, California, Colorado, New Mexico, and Texas. Texas is involved in both conferences because for many families in both streams it is the home base, the winter quarters.

Paul E. Blackwood, Office specialist for elementary education, who is in charge of both conferences, says that in a sense they are followups to a series of regional migrant conferences sponsored by the Office in 1952 (the followup for the East Coast was held in 1954). In the current series the participants are sharing experiences and achievements they have had

since the earlier conferences, joining their forces for a fresh attack on persistent problems, and laying concerted plans for the future.

Early in the planning stages this spring the Office of Education asked each participant to submit a list of three or four problems particularly troublesome in his own State. About fifty problems came in—many of them repeatedly—but nearly all of them conveniently fitted under one of five big topics. It is those topics that now are being used as discussion themes at the conferences:

*I. School-community cooperation in launching and improving programs.*

*II. Organization of the school, and financial support.*

*III. Curriculum problems.*

*IV. Development of leaders—lay and professional.*

*V. Continuity and followup: organizing for continuing effort.*

The 40 to 50 persons who are attending each conference were named by the participating States. Chief State school officers and the chairmen of State and regional committees concerned with any aspect of migrant life were all asked to nominate participants. Thus the conferences are attacking education problems from a broad base: in addition to educators they include experts in health, housing, and labor, and leaders in community and religious programs.

At Kalamazoo, the Michigan State Department of Public Instruction and Western Michigan College are co-hosts; at Santa Fe, the New Mexico State Department of Public Instruction is giving a similar service.

#### Guidance Workshop

STATE supervisors of guidance services in the public schools had their first national meeting in 10 years when they got together in Detroit on April 12-13, for a workshop sponsored by the Office of Education. Forty official representatives from 33 State and Territorial departments of education attended, together with the chief and 3 other staff members of

the Office's Guidance and Student Personnel Section: Frank L. Sievers, Roland G. Ross, David Segel, and Frank Wellman.

The participants worked on many problems, but they emphasized three needs as basic:

- Professional personnel and guidance people at all levels need to do a better job of working together to coordinate their programs and organize their efforts.
- Problems that most require research need to be identified.
- Terms need to be defined.

As first steps toward solving these problems, the workshop came up with some recommendations:

- That efforts be made to better coordinate guidance and pupil personnel research and services at the local, collegiate, State, and national levels.
- That the National Association of Guidance Supervisors and Counselor Trainers sponsor a study project to identify basic areas of needed research, and that the Office of Education take the initiative in summarizing and publicizing the project findings.
- That the Office of Education prepare working material on the definition of terms; that this material then be submitted to a NAGSCT study committee, which would report its findings and recommendations to a general session of NAGSCT for further development and approval.

It was apparent at the conference that guidance services at State and Federal levels had come a long way in the past 20 years. In 1938, when these services were first provided in the Office of Education, only 2 State departments of education had full-time guidance supervisors on their staffs. Today all but 7 have them; some staff member to give part-time and most of the 7 either designate service or are about to employ a full-time supervisor.

Still another sign of progress: Participants who attended both the national conference in Denver in 1946 and this year's conference in Detroit

say they are impressed by evidence that, in the intervening decade, personnel and guidance specialists have developed a concept of their individual jobs as parts of a *whole integrated program*.

#### Scholarships for Asian Studies

HIGH school teachers seeking more information about Asia have an opportunity to obtain it under a scholarship this summer, thanks to the generosity of the Japan Society, Inc., and the Asia Foundation.

At least 10 universities are offering the courses:

Brooklyn College, Brooklyn 10, N. Y., June 24-July 30. Write to Prof. Hyman Kublin, Department of History.

Duke University, Durham, N. C., July 19-Aug. 24. Write to Director of Summer Session.

The Ohio State University, Columbus 10, June 18-Aug. 30. Write to Prof. Kazuo Kawai, 100 University Hall.

State University Teachers College, New Paltz, N. Y., July 1-Aug. 9. Write to Director of Summer Session.

Syracuse University, Syracuse 10, N. Y., July 1-Aug. 9. Write to Prof. Douglas G. Haring, P. O. Box 24, University Station.

University of California, Berkeley 4, June 17-July 27. Write to East Asia Studies, Institute of International Studies.

University of Florida, Gainesville, June 16-July 28. Write to Prof. John A. Harrison, 111 Peabody Hall.

University of Kansas, Lawrence, June 10-Aug. 4. Write to the Department of History.

University of Michigan, Ann Arbor, June 24-Aug. 3. Write to Dr. Robert I. Crane, Department of History.

University of Washington, Seattle 5, June 24-Aug. 22. Write to Far Eastern and Russian Institute.

The Office of Education is cooperating through its International Education Division. The staff is preparing study aids for use in all 10 seminars; and Oliver J. Caldwell, Division Director, will direct the New Paltz seminar and give the first lecture at the University of Michigan.

Lifelong learning is a must for all

# The National Concern for Adult Education

by AMBROSE CALIVER

Assistant to the Commissioner of Education and chief, Adult Education Section

**A**DULT education offers such potent remedy for some of the ills of society, and such valuable aid to the individual for self-fulfillment and social adjustment, that it should be the concern of everyone. In fact, the changes characteristic of modern life make adult education a *must*. Accelerated by science and technology, these changes have made an impact on the individual and society that we can no longer view with indifference. We can no longer meet our current problems by educating only our children and youth; nor can we expect to prepare even our children and youth in the traditional sense for all the problems they will face when they become adults.

## Why Educate Adults?

Many changes are under way that require the education of adults, but some are particularly demanding:

- Our population is growing fast. By 1975, estimates say, it will reach 225 million—55 million more than we have now.
- Our population is becoming more mobile, thanks to rapid developments in transportation and communication.
- Our population is getting older. Medical science and better health measures are extending our lives.
- Our expanding economy demands a larger and more highly qualified work force.
- Tremendous advance in the production of power is resulting in speed, complexity, and bigness. This change lies at the root of nearly all other changes and transcends them all in importance. Man took most of history to advance from muscle power to horsepower, to water-

power, and then to steam, gas, and electric power. But within the past two decades he has come into possession of nuclear energy, which surpasses the earlier powers so far that there is hardly a basis of comparison.

Implications of these changes for adult education lie in their impact on the individual in every aspect of his life—as a worker, as a citizen, as a member of a family, and as a *person seeking self-fulfillment*. They become more evident in the light of trends that have developed concurrently with the changes already mentioned: Urbanization, increased leisure time, occupational changes, rising standards of living, changing character of home and family life, increase in chronic disease and mental illness, a “shrinking” of the world, and a change in our sense of values.

## No Time for Waiting

When we intelligently and honestly appraise the current scene, we see that we cannot keep abreast of the times, nor be prepared for the demands of the future, except through adult education. The needs to be met, the problems to be solved, and the opportunities to be grasped will not wait. The knowledge, skills, and understandings required in this brave—or fearful—ever-changing world must be acquired by adults *today*. It is no longer an issue

*THIS is the first of a series of articles on adult education. The second, which will appear in the June issue, is entitled “Adult Education at the Local, State, and Federal Levels.”*

whether adults *can* learn: that they can and will has been scientifically proved. Rather, the matters that concern us are these: That man's intellectual, social, and moral advancement has not kept pace with his material advancement; and that education can be a powerful aid in correcting the lag.

## The Possible Contributions

Most of the changes in our world are caused by forces so deep below the surface of ordinary daily experience that they are not easily discernible. Adult education can aid in identifying, describing, and explaining these forces, relating them to the day-to-day activities of citizens in such a manner that the people will understand the effects of these forces upon themselves and see how they in turn may adjust and give direction to the forces.

Another contribution that adult education can make is to restore to the individual some of the qualities he had as a child but too often has lost in the process of his growing up—the qualities of curiosity, interest, zest, self-confidence, imagination, and creativity. Certain adult education programs are developing in people the knowledge, skills, and attitudes that go far in helping them to recapture these qualities, and to accept and act upon the principles of lifelong learning, not only for their own improvement but for the national welfare. Such programs need to be multiplied and extended.

Adult education can help the Nation make full and effective use of its human resources. Even though it has been spotty and limited, adult education has already demonstrated its worth in helping to meet manpower requirements—in military and

civil defense, in our national economy, and in our social and cultural life.

These demonstrations suggest the potentialities in adult education for meeting both the short-range and long-range needs of our dynamic civilization. But these potentialities cannot be fully achieved until adult education is accepted as an integral part of our regular educational programs, which in the past have been largely devoted to children and youth. Those who say that we cannot afford the expense should remember that no nation is so poor, nor is any nation so rich, that it can justifiably neglect the education of its people.

### Only the Beginning

Although many millions are now engaged in formal adult education activities, we have hardly begun to avail ourselves of our opportunities.

Not only can every citizen profit in one way or another from adult education, but some groups in the population offer a special challenge. To these, adult education is obligated to make a special contribution.

One of these groups is the under-educated. We concede that we require more and more education to live effectively in our rapidly advancing world; yet we have more than 60 million adults who have not finished high school, 44 million who have not finished the ninth grade, and nearly 10 million who are functionally illiterate.

We can better appreciate the economic significance of these figures when we realize that our modern world of work, based more and more on automation, is becoming increasingly inhospitable to the undereducated. The Department of Labor estimates that within 10 years we will have 15 million adults who are unemployable because they are inadequately trained.

Another group is our older people. During the last 50 years the lifespan in the United States has been lengthened by nearly 20 years; the general population has doubled, but the num-

ber of persons aged 45 to 64 has tripled, and the number of those who are at least 65 has quadrupled. For these older persons, adult education can do more than contribute to comforts, health, satisfactions, and happiness: it can also utilize competencies and refurbish latent talents and creative powers.

A third group worthy of particular attention is the young adults. In many respects they are the most neglected group, yet they stand in the greatest need of help. In 1950 we had  $34\frac{1}{3}$  million young men and women 15-29 years old. During the next decade, it is estimated, the number of 18-to-24-year-olds will increase by about 5 million, and the greatest increase to the labor force will be 2.7 million in the 14-to-24-year group. What these numbers imply for adult education is obvious.

Many of those young people have just left, or will soon leave, the sheltered life of the school and are plunging into the whirl of the workaday world. Others have left the protection—or lack of protection—of their parental homes to set up homes of their own. Sooner or later most of the young men will do their stint in the military forces. Still others, unable to find a job, or a mate, or a faith, may become drifters, even delinquents.

All of them stand between two worlds—one which they think they are glad to leave, the other which they approach with hesitancy and fear—and for most of them the first has ill prepared them for the second. Yet they are the persons who will perpetuate the race and rear the children, who will be our future workers, citizens, and leaders. They need knowledge, skills, understanding, and ideals, and they need them *now*.

### Thousands of Programs

It must not be assumed that the adult-education programs and activities now in operation are neither recognized nor appreciated. They are. Were it not for them we would be in a far worse plight than we are. A

great number and variety of agencies are engaged in adult education—public and private schools, colleges and universities, professional groups, voluntary agencies, industry, labor, and agricultural groups, philanthropic foundations, government, and religious and civic groups—and the number of programs they conduct run into the thousands.

Many of these programs are excellent, some are moderately good, still others range from mediocre to poor. Underlying them is a great variety of philosophies, principles, and policies, and an even greater variety of design and practice.

In the heterogeneity of adult education programs are seen both their strength and their weakness. Some people believe that heterogeneity reflects a good thing—the tailoring of programs to suit individual needs. Others think that it makes for confusion, waste, and lack of purpose. Still others believe that the multiplicity of agencies under many different auspices results in duplication of effort, unwholesome competition, and lack of coordination.

Whatever the deficiencies, we must live with this heterogeneity and multiplicity in organizations, programs, and efforts because these are in the tradition of America and stem from the genius of our people. Moreover, they stem from the very heterogeneity of the needs adult education is designed to meet.

### Clearing the Road

But it is not in the best interest of either adult education or the Nation that we continue to tolerate deficiencies and difficulties that can be remedied or removed. It is therefore incumbent upon us to clear away the roadblocks that are preventing adult education from traveling with the speed, efficiency, and effectiveness that the times demand.

Clearing the road is not alone the concern of the professional adult educators, the teachers and lay leaders in the field, or of any single organization or group of organizations.

*continued on page 10*

# A REPORT ON STATE LAWS

## Early Elementary Education

by ARCH K. STEINER, educationist, Laws and Legislation Branch

**T**HIS summary of basic legal provisions in the States for early elementary education is current as of January 1, 1957. It revises and expands information reported by Ward W. Keeseker and Mary D. Davis in 1935 (*Legislation Concerning Early Childhood Education*) and by Ward W. Keeseker and Alfred C. Allen in 1955 (*Compulsory Education Requirements*).

The table on the next page, which was compiled from State statutes, has been checked for accuracy by the several State departments of education (all but two of the States have returned the table). Blank spaces indicate that express statutory provisions were not found on the subject and that none were reported by the States.

**I**N RECENT YEARS the States have intensified their efforts to provide adequately for the education of young children in the public schools. Through legislation they have added or expanded services, widened the age ranges, increased their requirements for certification of teachers of nursery schools, kindergartens, and early elementary subjects, and shown a trend toward financing early elementary education from the general school fund.

### AUTHORITY TO ESTABLISH AND ADMINISTER

Practically all States now have some type of legislation authorizing localities to provide for education below the conventional elementary grades. In some, the legislation is *permissive*; that is to say, the localities *may* provide certain services if they need or require them. In others, the legislation is *mandatory*; that is, the locality is *required* to provide services under certain conditions, such as petition from a specified number of parents.

Forty-six States have enactments providing for kindergartens. In 40 the enactments are *permissive*; in 6 *mandatory*. Seventeen of these States also provide for nursery schools, all by *permissive* legislation.

Which States have done what is shown in the table overleaf.

### AGES AUTHORIZED

Ages authorized for nursery school and kindergarten education range

from 2 to 9 years and include many different combinations. Twelve States provide for kindergarten attendance of the 4-to-6 age group. These are Illinois, Kentucky, Louisiana, Minnesota, Mississippi, New Jersey, New York, Oregon, Pennsylvania, South Carolina, Washington, and West Virginia.

Ten States provide a maximum age limit for nursery school and kindergarten attendance but set no minimum age. New Jersey and Wisconsin limit the maximum age for nursery schools to 4 years. Indiana, Oklahoma, and Tennessee have established a maximum of 6 years for both nursery schools and kindergartens. Other States with a maximum age of 6 years for kindergarten are North Carolina, North Dakota, Ohio, Vermont, and Virginia.

Ten States have fixed a minimum age for nursery school and/or kindergarten, but no maximum. For nursery school attendance, Massachusetts has established a minimum of 3 years; South Dakota, 4 years. For kindergarten programs, Maine provides for a minimum of 4 years; Arizona, Iowa, Michigan, Nebraska, Nevada, South Dakota, Utah, and Wyoming have a minimum of 5 years.

Other age ranges vary as follows:

- *For nursery school:* 2-to-6 range, Illinois and Oregon; 3-to-6 range, New York; 3-to-9 range, Florida.
- *For kindergarten:* 3-to-6 range, Colorado, Idaho, and Montana; 4-to-9 range, Florida; 4½-to-6 range,

California; 5-to-6 range, Kansas, Missouri, and New Mexico; 5-to-7 range, Texas; 5-to-8 range, Alabama.

Age ranges, where listed, extend from birthday to birthday. An analysis of this type does not lend itself to listing the many applicable exceptions to the ages indicated in the table for compulsory and permissive attendance in the conventional elementary grades, or to those attendance ages for nursery school and kindergarten. Most State laws in this connection are subject to various exceptions or qualifications.

During recent years, California, Nebraska, and New York have enacted legislation requiring local districts to admit to the first grade of elementary school any child in the locality who has successfully completed 1 year of approved kindergarten education.

### FINANCIAL SUPPORT

State legislatures have provided various methods of financing nursery schools and kindergartens.

The method most frequently used is local financing through the general school fund. Seventeen States provide for funds in this manner. Included are Maryland and South Dakota, which finance both nursery school and kindergarten, and Michigan, which provides funds only for nursery schools through this source. Other States that finance kindergarten with local funds through the general school fund are Alabama, Illinois,

*continued on page 10*

## Legal provisions governing early elementary education in 52 states

STATE	NURSERY SCHOOLS			KINDERGARTENS			TEACHERS		
	Authority to establish (permissive or mandatory)	Entrance ages authorized	Method of financing	Authority to establish (permissive or mandatory)	Entrance ages authorized	Method of financing	Degree required	Special certificate for kindergarten	Special certificate for nursery schools and kindergartens
Alabama				2 P	5-8 At least 5	LF-2 COMB			
Arizona				2 P					
Arkansas				M	4 1/4-6	SA-2	X		
California				P	3-6	SA-2	X	X	
Colorado				P	SA-2				
Connecticut	P								
Delaware				P	4-9	SA-2 COMB	X		
Florida	P	3-9	COMB	P					
Georgia				P	3-6	LF-1			
Idaho				M	4-6	LF-2	X	X	
Illinois	P	2-6 Under 6	PF SA-2	P	Under 6	SA-2 COMB			
Indiana	P			P	At least 5				
Iowa				P					
Kansas				P	5-6	LF-2		X	
Kentucky	P			P	4-6	LF-3			
Louisiana				P	4-6	COMB	X		
Maine				P	"At least 4	LF-2	X		
Maryland	P		LF-2	P		LF-2			X
Massachusetts	P	At least 3 <sup>7</sup>	COMB LF-2	P	( <sup>7</sup> ) At least 5	LF-2			
Michigan	P	( <sup>7</sup> )		P	4-5	SA-2			
Minnesota				P	4-6	SA-1	X		
Mississippi	P		LF-1	P	5-6	LF-1			
Missouri				P	3-6	LF-2			
Montana				P		LF-2			X
Nebraska				P	At least 5	LF-2			
Nevada				P	At least 5	SA-1			
New Hampshire	P	Under 4	COMB	P	4-6	LF-2	X		
New Jersey				P	5-6	COMB	X	X	
New Mexico	P	3-6	COMB	P	4-6	LF-2			
New York				P		COMB	X		
North Carolina				P	Under 6	LF-1			
North Dakota				M	Under 6			X	
Ohio				P	Under 6				X
Oklahoma	P	Under 6	LF-3	P	Under 6	COMB			
Oregon	P	2-6	PF	M	Under 6	LF-3			
Pennsylvania				P	4-6	COMB			
Rhode Island				P	Under 6	SA-2			
South Carolina				P	4-6	LF-2			
South Dakota	P	At least 4 Under 6	LF-2 LF-3	P	At least 5			X	
Tennessee	P			P	Under 6				
Texas				M	5-7	LF-3			
Utah				M	At least 5	LF-1		X	
Vermont				P	Under 6	LF-2			
Virginia				P	Under 6	SA-2	X		
Washington	P		COMB	P	4-6	LF-3	X		
West Virginia				P	4-6	LF-2			
Wisconsin	P	Under 4	LF-3	P		SA-2		X	
Wyoming				P	At least 5	LF-2 COMB			

in the public schools of the 48 States, as of January 1, 1957

ACHIEVEMENT CERTIFICATION			STATE DEPARTMENT OF EDUCATION	GENERAL SCHOOL ATTENDANCE AGES		NOTES
Special certificate for nursery, kindergarten, and primary grades	General certificate with specialization in primary grades	General elementary certificate sufficient		Permissive (except nursery schools or kindergartens)	Mandatory (ages required to attend)	
X			X	6 6-21 6-21 1 5/4 6-21 6	7-16 8-16 7-16 8-16 8-16 7-16	<sup>1</sup> The various methods of financing are indicated by symbols as follows: PF, privately financed by fees and contributions LF, locally financed: 1 Special school funds 2 General school funds 3 Local funds and/or fees from parents
<sup>3</sup> X	X	X	X	6-21 5 3/4-21 6-18 6-21 6-21 6	7-16 7-16 7-16 7-16 7-16 7-16	SA, financed with State aid: 1 Per pupil formula 2 In the same manner as other State aid is distributed COMB, financed by combinations of 2 or more integral parts of PF, LF, or SA.
X		X	X	6-21 6 5 2/3-18 5-21 6-21	7-16 7-16 7-15 7-15 7-16	<sup>2</sup> Authority to establish is limited to independent cities. <sup>3</sup> Nursery schools not included.
X	X	X	X	6-21 6 5 2/3-18 5-21 6-21	7-16 7-16 7-15 7-15 7-16	<sup>4</sup> If a child has completed 1 year of kindergarten he may enter the first grade regardless of his age. <sup>5</sup> Attendance is permitted at discretion of local board. <sup>6</sup> Local boards may exclude, at beginning of term, all children who will not have reached their 5th birthday by December 31.
X		X	X	5	7-16 6-16 7-16 (11)	<sup>7</sup> School committees may provide extended school services for children aged 3 to 14 who are the dependents of working mothers. <sup>8</sup> School board determines nursery school ages.
X		X	X	5 6-21 6-20 6-21	7-16 7-18 7-16 8-16	<sup>9</sup> Degree will be required in 1961. Additional training required at each renewal period to meet degree requirement by 1961. <sup>10</sup> Nursery schools are authorized for separate municipal school districts only.
	X	X	X	16 5 (11) 5-20	7-16 7-18 6-16 7-16 6-17 7-16	<sup>11</sup> Mississippi repealed its compulsory attendance law in 1956; South Carolina, in 1955. <sup>12</sup> Local districts may establish kindergartens only after all other elementary requirements have been met.
X	X	X	X	15-20	7-16	<sup>13</sup> Average daily attendance must exceed 15.
			X	6-21 6-21 6-21 6-21 6-21	7-16 7-17 6-18 7-18 7-18 8-17	<sup>14</sup> Elementary school is a program of 8 grades, exclusive of kindergarten. Maximum compulsory attendance age is 14 in district that does not maintain a high school. <sup>15</sup> Kindergarten is authorized by voters of the district.
<sup>17</sup> X	X	X	X	6-21 6-21 6-21 6-21 6-21	7-16 7-16 7-16 7-16 6-18	<sup>16</sup> Local boards receive credit for kindergarten equivalent to one-half of an elementary classroom unit from the foundation program. <sup>17</sup> Includes all elementary grades.
	X	X	X	6-21 6-21 6 6-21	7-16 (11) 7-16 7-16 7-16	<sup>18</sup> Local boards may operate programs under such regulations as may be prescribed by the State board. <sup>19</sup> Mandatory in districts with population of 2,000 or more; permissive in others.
	<sup>20</sup> X	X	X	6-18 6-20 6-21 6-21 6-20 6-21	7-16 7-16 8-16 7-16 7-16 7-16	<sup>20</sup> Requirements same as in elementary grades, with additional minimum requirement of 3 semester hours in student teaching in kindergarten. <sup>21</sup> Nursery school program must meet minimum standards established by chief State school officer. <sup>22</sup> Makes use of weighted pupil formula in regard to net enrollment

Kansas, Maine, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, New Mexico, South Carolina, Utah, Washington and Wisconsin.

Four States finance with local funds but maintain the revenue as a special school fund. Included in this group are Idaho, North Carolina, and Texas, in which such a fund-raising device applies to their kindergarten programs, while in Mississippi it applies to both nursery and kindergarten schools.

Another method of local financing is through a combination of local school funds and fees from parents. Wisconsin makes use of this method for nursery schools, while Kentucky and Virginia use it for the kindergarten program. In addition, Oklahoma and Tennessee apply this method to both nursery school and kindergarten programs.

The next most widely acclaimed method of financial support is a combination in various proportions of local funds and/or State aid. This may also include private funds. Twelve States make use of this combination. One group includes Florida, New Jersey, and New York, which provide funds for both nursery schools and kindergartens, and another group includes Massachusetts and Washington, which provide funds for nursery schools only. Seven additional States providing funds for kindergarten in this manner are Arizona, Iowa, Louisiana, Ohio, Oregon, Rhode Island, and Wyoming.

State aid is the means of support in nine States in the same manner as other State aid is distributed. In this manner, Indiana provides for both nursery schools and kindergartens. Other States which finance kindergartens in a similar manner are California, Colorado, Connecticut, Delaware, Michigan, Pennsylvania, Vermont, and West Virginia. Minnesota and Nevada apply a per pupil formula for determining State aid for kindergarten support.

Illinois and Oregon provide funds for nursery schools by privately financed fees and contributions.

#### TEACHER CERTIFICATION

In general, States have enacted legislation providing for higher academic standards for certification. Thirteen States now make a college degree prerequisite to any permanent type of certificate. These are California, Connecticut, Florida, Idaho, Louisiana, Maryland, Minnesota, New Hampshire, New Jersey, New York, Vermont, Virginia, and Washington.

A more significant trend, however, points toward a greater degree of specialization, embracing a combination of subjects applicable to nursery school, kindergarten, and early elementary grades.

Thirteen States issue a special certificate for kindergarten. They are Colorado, Connecticut, Idaho, Kansas, Maine, Montana, New Jersey, New Mexico, North Dakota, South Carolina, Texas, Utah, and West Virginia.

Four States issue a special certificate covering a combination of nursery school and kindergarten subject matter. They are Florida, Maryland, Mississippi, and Ohio.

Eight States certify teachers to teach a combination of subject matter including nursery school, kindergarten, and early primary grade subjects. They are Arizona, California, Indiana, Louisiana, Minnesota, New York, Oklahoma, and Wisconsin.

Seven States issue a general certificate with specialization in early primary education. They are New Hampshire, New Jersey, New York, Ohio, Vermont, Virginia, and Wyoming.

Thirteen States require only a general elementary certificate for teaching in nursery school and kindergarten.

#### STATE DEPARTMENT LEADERSHIP

Recent legislative actions enable State departments of education to assume a greater amount of leadership in providing curriculum guides, establishing more uniform standards, and authorizing general supervision to localities. Thirty-two States now have statutory provisions that enable their State departments of education to assume this more responsible role.

In consulting the accompanying table for information on increased responsibilities of State departments of education, the reader may find in the column on teacher certification information which has implications for State department leadership.

## National Concern for Adult Education

*Continued from page 6*

nature, have particular obligations.

For example, it would hardly be questioned that it is the responsibility of institutions of higher learning to be especially concerned with research into the various facets of adult education, and with the preparation of teachers and leaders.

That so few of these institutions are now engaged in such activities should be a matter of national concern. Be-

cause so many public school teachers are involved in various programs and activities of adult education, because the habits of continuous learning and the qualities conducive to these habits can best be cultivated in childhood and youth, and because a good elementary and secondary school program depends mostly on the education and enlightenment of the adults in a community, it seems essential

public or private. It is the concern of all, and of each, that adult education prepare for the tasks that lie ahead; that it make itself ready to assist in meeting the needs of individuals and the Nation during the next half, or at least the next quarter, of this century.

All the agencies have some obligations in common in this matter; but certain ones, because of their very

that prospective and inservice teachers be given an opportunity to learn about the need for adult education and the principles underlying it.

Professional associations, voluntary organizations, and certain lay groups, because of their unique position and peculiar role in our social and cultural advancement, have their own major contributions to make. One of these, it seems, is to help interpret the implications of scientific and technological progress for the average citizen, and to create a climate conducive to adult education in the communities and in the Nation as a whole. These organizations may also be helpful to governments in developing and maintaining a sensitivity to the education needs of their adult citizens, and in translating that sensitivity into public action.

The major responsibility of the public schools and certain other agencies that conduct programs of adult education is so obvious that it will not be discussed here. Suffice it to say that the qualifications and dedication of the personnel and leaders of these agencies should be of such high order that the best and latest in the theory and practice of adult education may find through them a ready channel of communication to the ultimate consumer—the average citizen and adult learner—who is the *raison d'être* for all our concern.

### The Challenging Needs

Another challenge to adult education lies in the ample evidence all about us that many of our citizens do not yet have a penetrating understanding of the principles underlying American institutions, purposes, and ideals as they are exemplified in our system of free enterprise, our public school system, our practices stemming from the Bill of Rights and our belief in the worth and dignity of every individual. Many adults have yet to feel the stimulation that comes from seeing the application of these principles in everyday life. These are matters that all Americans should understand and feel, particularly as they apply in the realm of human re-

lations. And to the extent that they do not understand, they weaken our national effort to demonstrate the efficacy of our leadership in the free world, and pose a threat to our way of life at home.

The average American citizen needs also a clearer and better understanding of the world situation and his country's part in it. This need President Eisenhower emphasized in his recent inaugural address—

Now this is our home—yet this is not the whole of our world. For our world is where our full destiny lies—with men, of all peoples and all nations who are free . . .

We recognize and accept our own deep involvement in the destiny of men everywhere.

Giving this world outlook to those who are to make decisions is an adult education responsibility of the first order. That it be given speedily is of national concern, a concern that the President voiced when he added—And for them—and so for us—this is no time of ease or of rest.

#### Time is of the essence!

To meet this need we cannot rely upon the education of children and youth alone. The changes are too swift and demanding. The quickest, the surest, and the most effective way of meeting it is through a comprehensive program of adult education, designed specifically for this purpose and executed with intelligence and boldness.

Another need, one that especially concerns the individual, has four facets that offer challenges to adult education:

- To help the individual to remedy the defects and fill the gaps in his earlier schooling.
- To show him how to function effectively in his various roles and to adjust and contribute to a rapidly changing world.
- To help him understand and adjust to the changes that automatically occur in him as he grows older.

► To develop in him the desire, the knowledge, the skills, and the attitudes for lifelong learning and continued self-improvement and self-fulfillment.

One of the greatest needs that adult education can help to meet is the need for wide diffusion of the knowledge, methods, and spirit underlying the advances that have given us the new world. This must take place before we can begin to understand and accept what the technological and scientific advances mean for a genuine improvement in our living.

Here adult education has a special obligation to those persons who have completed their formal schooling. Discharging that obligation requires better communication and cooperation between our creative thinkers and the rest of us, so that we can translate the results of science and technology into the thought, language, and behavior of the average citizen. It is important to the national interest that we quickly find ways of using the gifts of science and technology to improve the quality of our lives. To do so, we must depend heavily on the various types and forms of adult education.

The problem of health illustrates well another challenge to adult education. Many of the illnesses of modern man are psychosomatic. Certain chronic and organic ailments that today are rapidly increasing are related to the mind and the emotions. Other diseases and physical ailments are related to nutritional habits and the use of leisure time. All of this adds up to the fact that much of the poor health afflicting many of us is behavioral.

Just to mention this fact is to indicate the responsibility of adult education. By providing individuals with opportunities to learn the facts of health and to develop habits and attitudes conducive to health, adult education can help to alleviate some physical ailments and to prevent others. Authorities tell us that an important aspect of today's diseases,

in contrast to those of the past, is that their detection and treatment rely more heavily on the individual and his own behavior, more on ideas than on drugs, more on education and guidance of the individual and the community than on direction and prescription from experts. It is this very circumstance that presents such a challenge to adult education.

### Toward a Better Approach

We also have needs within the field of adult education itself. We need a better articulation between adult education and the other areas of education. We need to improve the quality of teaching and supervision; to develop programs, materials, and methods that are better suited to the interests and experiences of adults. The several groups and agencies conducting programs need to do more cooperating and coordinating; they need to work together to clarify and agree on terms, definitions, and policies. The various workers need to communicate more with each other.

These needs, although relatively simple, are highly essential. Moreover, they are of national concern and must be approached with the same intelligence, highmindedness, and dedication as all the others.

Overarching them all, however, is the need for a complete and fundamental educational reorientation. In the face of the cataclysmic changes we have been discussing, such an orientation is necessary if adult education is to be conceived in its proper context. It will require some people to revise their ideas about the nature and purposes of education, as well as about organization, administration, and financing of education. Especially will it require many to take a new approach to instructional materials and methods, to learning and the learner.

### Imagination and Boldness

If we are to meet the challenge posed by the prospects of the last half of this century, we must be as imagi-

native, as creative, and as bold as the scientists and engineers have been in creating the world that presents this challenge. Timid, weak, and limited approaches will not suffice. Reshuffling the old ideas and doing a good job of educational housekeeping will not suffice. More attention to enrollments and class-attendance reports, to budgets, units, credits, diplomas, degrees, and standards—important as these are—will not suffice. In fact, these things alone will have no significance in the long run, except in relation to the reorientation that is so overwhelmingly needed.

If the many needs are to be met, each program should have the benefit of an overall synthesizing, coordinating, and guiding agency—not necessarily administrative—which is sufficiently removed from the sphere of competition, tension, and vested interest to enlist the confidence of all concerned. It should operate from a high level and in the interest of all the people. It should have authority, but should exercise it in a disinterested and neutral manner. It must have an overview of the whole field, with its sights high and its horizon wide. It must be guided by a broad philosophy, practical idealism, and deep insight. And it must be motivated by interest in and dedication to the total community welfare.

Wherever programs are operating without the services of such an agency, it is the obligation of the citizens to explore the possibilities of revamping an existing agency for that purpose, or to create a new one.

On local and State levels, the public school systems might meet the need, or at least take steps to initiate such an agency. As the educational arm of government, they are the servants of all the people and hence have an obligation to exercise a concern in the public interest.

On the regional level, several school systems and/or universities might take the lead in their service areas.

On the national level, the Office of Education seems to have a clear re-

sponsibility: to work in cooperation with other Federal agencies and national organizations.

Those who say that this is too ambitious and comprehensive an undertaking should direct their attention to the discovery and development of nuclear energy, to the plans for greater use of automation in our economic system, and to the worldwide plans for the Geophysical Year. These projects and activities were brought to successful fruition only through cooperation and coordination by many different individuals and agencies and through articulation, synthesis, and integration of many different processes, all on a broad and long-term scale. It took vision, patience, and determination.

### The Long Look

The goals of adult education greatly transcend in importance the goals of the projects just referred to. In fact, unless we achieve the long-range goals for adult education, achievements in these other spheres will eventually be nullified.

It is of national concern that the people of America become aware of the trends that make adult education more necessary today than ever before . . . appreciative of what and how adult education can contribute to the solution of many of our most important and urgent problems . . . sensitive to the ways in which adult education can give us deeper insights into the meaning of life and the relatedness of its various parts . . . and understanding of adult education as an aid in reconciling the conflict between material and human progress and values.

These goals are of such concern to the well-being of all our citizens, and to the maintenance and advancement of our way of life that it is the obligation of local, State, and Federal governments to give the people every possible and appropriate assistance in developing and using, to the optimum, all the available resources in the achievement of those goals.

## STAY-IN-SCHOOL CAMPAIGN

by BETTINA WEARY, research assistant, Guidance and Student Personnel

**S**OUNDING the keynote that sent the 1957 Stay-in-School Campaign winging its way—by press, radio, and television—over the length and breadth of the land, President Eisenhower said: "I urge every girl and boy in the United States to continue as students in school until they have developed their God-given capacities to the full. Only in this way can they hope to make their finest contribution to the strength of the Nation and reach the fulfillment of their own life purposes."

Joined by the Department of Labor and with the cooperation of the Department of Defense, the Office of Education has laid plans—comprehensive and intensive—to carry the 1957 drive into every city, town, and hamlet in the Nation. In these plans it has the full collaboration of the Advertising Council, Inc., which is enlisting the aid of radio and television stations. Conducting the drive is a committee representing the three Government departments.

Ideally, the goal is to keep in school until graduation the 8.1 million youth now enrolled. A high school diploma for every boy and girl who has

the capacity to benefit by 4 years of secondary school—this might well be the 1957 campaign slogan.

### A workable tool

Patently tools, modern and workable, are essential to the attainment of any objective; consequently the committee has developed, as the major instrument for all-round use, the *National Stay-in-School Campaign: Handbook for Communities*. A coast-to-coast distribution of close to 150,000 copies of the booklet has been planned.

The aim of the *Handbook* is to tell simply and clearly the imperative need for motivating and assisting thousands of potential high school dropouts to reevaluate and pursue their studies through graduation.

In an easy-running style the *Handbook* delineates the "why," or the rationale, behind the 1957 Stay-in-School Campaign: "Life as well as industry is growing more complex. Increasingly more understanding and more competencies are needed by everyone for success as a worker, a family member, and as a citizen of a Nation which must provide leader-

ship in a world seeking international understanding and peace."

The *Handbook* then outlines the "how" of organizing, launching, and carrying on an all-America community drive, in which everyone can play an active and a rewarding role. It considers next the "what"—what the citizen can do in his home town to reduce the alarming rate of high school dropout.

Believing implicitly that the attitude of individuals and groups toward education and things educational—particularly those that impinge upon the day-to-day life of the high school boy and girl—will strongly influence their decisions on graduation, the committee asks for both the moral support and the active participation of every member of the community.

It enlists the aid, among others, of newspaper editors, workers in radio and television, employment certifying officials, businessmen, employment office counselors, and members of church groups, labor unions, civic and service clubs, PTA's, veterans' groups, women's groups, and fraternal organizations. And of course

### EARNING PEAK 45 TO 64 YEARS OF AGE

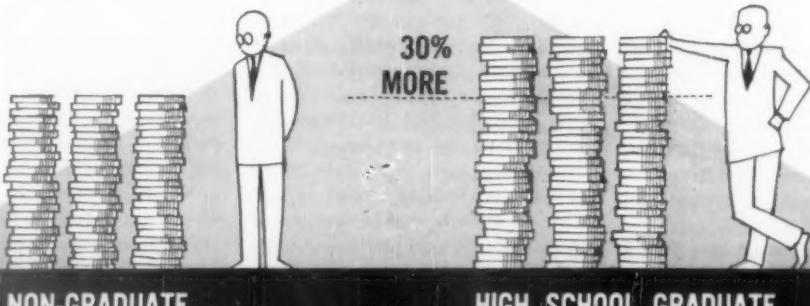


Illustration from *National Stay-in-School Campaign: Handbook for Communities*

school officials and students. It is to these groups, which are of incomparable significance to the success of such an undertaking, that the 1957 Stay-in-School message is addressed.

### A poignant problem

To supply local groups and committees with concrete verbal ammunition, the *Handbook* presents a substantial number of facts underlining the poignancy of the problem.

For example: "The typical high school graduate, during his adult earning years, will receive \$50,000 more than the 8th-grade graduate; \$30,000 more than the high school dropout."

And, "The 1950 census showed that among men 25-64 years old, the high school graduate was much less likely to be unemployed than the nongraduate."

A veritable parade of sharply relevant data throughout the booklet points up not only the desirability of a high school diploma but its practical necessity. Moreover, this situation holds not just in periods of economic scarcity but in periods of high production and plenty as well. And it holds throughout our economy in both civilian and military life.

### Graduates preferred

The Armed Forces, to quote the *Handbook*, "are becoming increasingly technical, and young men who have graduated from high school are in great demand." The military, therefore, urges all young men to stay with their studies and to graduate, because as graduates they—

- Are better able to absorb military technical training.
- Have a better opportunity to be selected for military schooling.
- Have a better opportunity for advancement in rank.
- Are better equipped to assume positions of leadership.

Like the military, employers in civilian life, whether government or industry, invariably give preference to job applicants who are high school graduates. This is not hard to understand, for, as the Stay-in-School

booklet explains, "few employers are interested in workers they cannot train and a high school diploma bears witness to the fact that a boy or girl has the foundation upon which a career can be built."

There are few beginning jobs, particularly in the choice categories, that do not call for additional training. Such specific additional training, job placement studies reveal, can be most successfully and profitably superimposed on a minimal base of 4 years of good secondary school education.

Furthermore, the Labor Department's list of occupations of current labor market interest includes 71 shortage occupations. "The minimum educational requirement for all 71," the *Handbook* says, "is at least 4 years of schooling at the high school level."

The *Handbook* also suggests that businessmen, who among others are vitally concerned with this problem, can make a unique contribution to the Stay-in-School drive. The businessman can encourage the students he employs for the summer to return to school in the fall; he can make part-time jobs available whenever and wherever possible in order that the young people may earn needed funds while attending school; he can offer to speak at student assemblies on why he wants high school graduates as employees.

### Skills are needed

To be sure, the shortage of persons with skills currently necessary to the national economy is a matter of grave import. Citing manpower studies in this connection, the *Handbook* says: "In 1960, it is estimated that 210 atomic reactor operators will be at work; by 1980, 18,670! Only high school graduates are accepted for training for these highly technical fields." Needless to say, youth in secondary schools must be encouraged to graduate and thus be enabled to do the Nation's work.

In the skilled trades, 250,000 persons must be trained each year just to maintain our present skilled work force, without allowing for expansion.

In itself this is an arresting figure, but it becomes more so when one discovers from research into labor-union practice that "apprenticeship programs in nearly all trades are insisting upon high school graduates."

The need for every able person to produce may be said to be the *sine qua non* of contemporary society. To consume, it goes without saying, is essential to life. Consequently no self-respecting adult relishes the thought of being an economic liability, a red digit in the balance sheet of the United States. The person with low-level education may have to face such an unpalatable reality.

"Sixty-one million adult Americans," says the *Handbook*, "have not completed high school. Forty-four million have not completed the ninth grade. Two million never went to school at all. The cost to community and taxpayers is high. In chronic welfare cases studied in a county in the Midwest, two characteristics of the household head were: lack of skills and an eighth-grade education or less."

With a new industrial revolution on the threshold of our economy—production by automation—young people in high school are faced with an unprecedented challenge. "This implies," in the words of the AFL-CIO, "an even more urgent need for a thorough and basic training . . . The challenge is to study harder, longer, and more carefully—to become responsible, productive, and mature members of our communities."

Accenting, seemingly, the reference of the AFL-CIO to "productive and mature members of our communities," the United States Chamber of Commerce points out that social maturity increases with education. "Educated persons," its survey shows, "assume the leadership and have the ability to make decisions in this country: 61 percent of the 8th-grade graduates vote, 71 percent of high school graduates vote."

The statistics already quoted amply testify to the fact that the dropout suffers a serious personal loss, and that this loss is progressive as he

grows older. His schoolmates who stay to graduate have a distinct and undeniable advantage over him, economically and socially. This view, moreover, is held by all teachers, counselors, recreation workers, job placement people, social workers—everyone whose job is to help youth prepare for the future.

Such professional people are aware that for some students part-time and vacation jobs are highly desirable; for many, a necessity. In consequence, through their close relationships with youth and the confidence youth place in their opinions, such workers, by bringing interest and understanding to bear on the problems of young people, can clarify the questions behind their harassing indecision. Such clarification could swing the decision in the right direction.

Once fully alerted to the significance of the dropout problem, those groups and individuals in the community who do not normally work with students can also influence their decision making. Members of service clubs, librarians, doctors, lawyers, bankers, civic leaders, church workers, union officials—in fact everyone within the community—can help the potential dropout to face his problem, to rethink it through, and, hopefully, to repian the gateway to his adult life.

#### Help from the schoolmate

The *Handbook* sends a special trumpet call for help to the schoolmate of the dropout, the nondropout. This individual—the sure student—is one of the campaign's richest assets. It is not only a well-known but a widely accepted precept of adjustment, at every period of life and in all areas of activity, that the individual's sense of belonging is of paramount importance.

Clearly then, within this context, the classmate of the potential dropout can make an incalculable contribution. The student whose lode-stone is graduation and who will permit no distraction or no temptation—even that of a temporary well-

paid job which might become permanent—to pull him from his course, can work wonders in influencing the potential dropout to face facts and determine to remain in the classroom. For it is only with his classmates that the indecisive student can talk man to man. Here many inhibitions are discarded, and the view of the boy or girl who is staying with school can sometimes override the other's doubts.

Once having joined the crusade, the sure student will be able to devise many ways of carrying out his objective. He will undoubtedly get into a conversation with every schoolmate he knows or suspects is on the fence. The times and places where he can do this are numerous—the gym, the bus, the cafeteria, to name a few. The student who is staying to graduate will freely discuss his own plans and give his reasons for them. In this exchange he will express the view that the possible dropout is planning in the same way.

Another vital approach but more indirect, again one that only the sure student can make, is with forethought to include in many activities, organized or other, the schoolmate who has chronically been on the fringe or even outside of all school projects. To invite the boy or girl who is wavering about staying in school to join a club, to serve on a committee, to help in a drive, or just to assume some responsibility for an out-of-class plan will make him feel needed. Such attention may color his thinking about cutting his ties with school.

The influence on individual thinking and activity, sociological research reveals, of becoming a member of the *in-group* instead of being in the *out-group* is almost immeasurable. The student who feels he is really in with his peers will ponder very carefully the idea of breaking away before graduation.

Moreover, it bears repeating that giving the potential dropout this feeling, this precious and enviable sense of being a meaningful part of the school population, is something that no one but a schoolmate can do. It

is important, certainly, that the teacher, the counselor, and the principal want him to stay. It is doubly important that his schoolmates want him to stay.

This thesis is subscribed to by all who work in the field of education. Therefore, in addressing itself to the resolute, the sure high school student whose sights are firmly fixed on graduation, the *Handbook* has underscored a scientific principle.

#### Other ammunition

In addition to the various types and kinds of material already referred to, the *Handbook* furnishes a battery of slogans. They can be used in a variety of ways: As car cards, window posters, automobile streamers, fliers. Or they may serve merely as the tinder box out of which will come other slogans with stronger, sharper impact and more pertinence to the particular community.

Another section of the *Handbook* contains quotations on the clear relationship between education and the universal good. They come from the Secretary of Health, Education, and Welfare; the United States Commissioner of Education; the Secretary of Labor; and the Assistant Secretary of Defense.

In capsule form the Interdepartmental Stay-in-School Committee has tried to present in the *Handbook* only the most trenchant and meaningful facts drawn from extensive research and to focus attention of the Nation on a social problem of great import. Educators have long been convinced that "from every view point—that of industry, national security, society, and individual opportunity—education for all means a better future for America."

The *Handbook for Communities* may be obtained, while the supply lasts, by writing to the Office of Education or to the Bureau of Labor Statistics, both at Washington 25, D. C. Copies are also for sale, at 15 cents each, by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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EDUCATION DIRECTORY, 1956-1957—PART 2: COUNTIES AND CITIES, prepared by *Ruby Ballard*. 1957. 96 p. 40 cents.

NATIONAL STAY-IN-SCHOOL CAMPAIGN—HANDBOOK FOR COMMUNITIES, prepared by the Office of Education in co-operation with the Department of Labor and the Department of Defense. 1957. 23 p. 15 cents.

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